


Position: TEACHER Federal/State Funded, Including HSSAP, Pre-K Counts	Effective Date: July 2019
Service Area: Early Childhood Education	Revisions:
Reports To: Center Manager	Approval Signature: 
Classification: Professional IV	Status: Full Time, 12/10-Months; Eligible for Overtime Pay

Position Purpose: To plan and implement educational activities to meet the Head Start Act of 2007, Head Start Program Performance Standards and the local plan. This includes managing the classroom and planning activities according to the curriculum that are developmentally appropriate. Evaluate and record children's progress and communicate with parents on a regular basis. Provide and maintain an atmosphere in the classroom that promotes school readiness and developmentally appropriate practices. This position directly supervises the assigned Associate Teacher and Classroom Aide.

Qualifications:

Federally-Funded positions:

- BS/BS Degree or advanced degree in Early Childhood Education; or
- BS/BA Degree or advanced degree in a related field and coursework equivalent to a major relating to Early Childhood Education, which LCHS defines as at least 18 credits in Early Childhood Education/Child Development, with experience teaching pre-school-age children; or
- BS/BA Degree in any field and has been admitted to Teach For America program passed a rigorous Early Childhood content exam, such as the Praxis II, participated in Teach for America summer training institute that includes teaching preschool children and is receiving ongoing professional development and support from Teach for America's Professional staff.

State-Funded positions:

- Guidelines per above, BS/BA degree or advance degree in in Early Childhood Education (ECE)
- PA Certification in ECE preferred, PA Certification in ECE required for Pre-K Counts

Essential Job Functions: *These functions are performed on a regular basis unless otherwise specified. Employees must be able to perform each of the below functions with or without reasonable accommodation.*

Physical Abilities: The actual physical activities of the position are too numerous to list, but would generally include, and not be limited to, the following:

- The ability to lift at a minimum 30 lbs, occasionally, during employment.
- Ability to maintain visual and auditory supervision of children at all times to insure their safety in the classroom, on the playground and on a study trip.
- Ability to model and participate in activities designed for 3 to 5-year old children, including repetitive bending, stooping, crawling, kneeling, sitting on the floor and sitting on child-size chairs (10-12 inches high), multiple times daily.
- Ability to supervise the arrival and departure of children including taking children on and off the school bus and evacuating children in emergency situations.
- Ability to tolerate standard cleaning solutions used in the childcare environment such as chlorine bleach.
- Must have ambulatory skills to gain access to private homes.
- The ability to use technology and office equipment such as, but not limited to: computer system, telephone, voice mail, email, FAX machine, office copies.

Attributes: Must possess basic knowledge of spelling, grammar, mathematical and communication skills; cognitive abilities including, but not limited to written comprehension, problem sensitivity, oral comprehension, oral expression, speech clarity and speech recognition.

Essential Job Functions Related to Working Conditions:

- Ability to use own vehicle for work related activities when agency vehicles are not available.
- Ability to work in a variety of environments including, but not limited to, offices, kitchens, playgrounds, classrooms, buses, community rooms and home environments of families, all of which may be air conditioned or heated.
- Ability and willingness to travel on a regular basis to, but not limited to, local, state and national destinations. Travel methods may include personal or agency vehicle, airplane or train.

Standard Responsibilities

1. Embody the Mission, Vision, Core Principles and Core Values of Luzerne County Head Start (LCHS) according to the Strategic Plan of the agency.
2. Exemplify an attitude of cooperation and support as a member of the Head Start (HS) team.
3. Reflect a pleasant attitude that represents LCHS in a positive manner within the community at large and maintain a professional attitude to the staff, families and public at all times. Project the same positive manner while attending community activities, training functions, seminars and conferences.
4. Adhere to the following: the *National Head Start Act* (12/2007), the *Head Start Program Performance Standards (HSPPS)*; *LCHS Personnel Policies and Practices Handbook*, *LCHS Operations Manual*, the *LCHS Integrated Service Plan* and the *Pennsylvania State Standard System*.
5. Comply with the LCHS Confidentiality Policies assuring that the program, children, families and employee records and information are protected at all times.
6. Adhere to attendance practices in being punctual and dependable on a daily basis.
7. Attend/participate in agency meetings, including, but not limited to: Pre-services, In-services, seminars and other meetings deemed necessary.
8. Serve as a Mandated Reporter of Child Abuse and Neglect as per the Federal Register, Head Start Program Performance Standards and the PA Child Protective Services Law and their amendments.
9. Keep updated the employee's own *Professional Development Record* to develop a professional record, plan a career path with LCHS, and create a record of individual professional accomplishments.
10. Adhere to agency practice in data management data collection for timely and accurate processing of agency information that will help LCHS to drive decisions in setting priorities and continuous improvement, ultimately providing more effective services for children and families. 'This includes checking one's own assigned Email on a consistent, regular basis.
11. Perform duties, other than those listed here, consistent with the position and responsibilities which are deemed necessary by the Executive Director in order to achieve the goals of the service area and/or help meet the HSPPS.

Essential Position Responsibilities

Curriculum

1. In accordance with curriculum philosophy, developmentally appropriate lesson plans based on children's abilities and interests are completed and posted in the classroom.
2. A visual daily routine is posted and followed in accordance with the curriculum philosophy.
3. All transition home visits, transition materials, and transition activities assigned by Early Childhood Specialist have been completed.
4. Attendance and participation in all education trainings and meetings prescribed by the Early Childhood team to increase job performance. Information from these trainings are implemented into the lesson plans and adult/child interactions.
5. Confer with Early Childhood Specialist(s) on matters pertaining to the education of children, and implement strategies in the classroom and adult/child interactions contributing to one's professional growth.
6. Able to receive suggestions and constructive criticism in a professional manner in order to grow and develop within the philosophy of the agency.
7. Regularly communicate with all team members in essential matters pertaining to children and families as documented in Pre-Service Team Meetings, monthly Team Meetings, and regular Education Notes.
8. Consistent use of PBIS solution station, PATHS curriculum, and other social-emotional resources to create a positive, nurturing environment where children use conflict resolution techniques to regulate emotions and solve problems.
9. Plan and conduct approved study trips with the Center Manager.
10. Assure compliance of required paperwork for ACT 48 hours.

Family Involvement

1. Teacher/Family interactions are to be made in a courteous, informative, and professional manner.
2. Facilitate a working relationship with families, and encourage their participation in classroom activities, study trips, and special events.
3. Lead Teacher Planning Time at monthly Parent Committee Meetings by communicating the assigned monthly Parent Committee topic, classroom updates, and opportunities for parent curriculum input and volunteering. Complete Parent/Teacher Planning form each month.
4. Complete and communicate regular opportunities for families to give input into their child's development by sending home monthly At-home projects, bi-yearly *News About Your Child* individualized activities, Teddy Bear Journal activity, and parent/teacher conference and home visit individualized activities.
5. Maintain a classroom Lending Library
6. Lead the Teacher's portion of Volunteer Training.

Data Management: Collection and Data

1. Adhere to policies and procedures for specific data management in all job responsibilities to perform accurate and timely input/retrieval/monitoring of specific data management systems, including, but not limited to: LCHS email systems, Google Drive/Google Docs, ChildPlus/HS program management software, etc.
2. Complete specific, assigned data entry duties as needed for tracking purposes per the established timeline. Enter necessary information into the data system for Program Information Report (PIR) at Enrollment and end of Enrollment and on an on-going basis as services occur.
3. Maintain accurate records as required and meet established time tables for record keeping and reports.

Record Keeping

1. Administer ASQ-3/ASQ-SE to all enrolled children within the first 2 weeks of a child's enrollment.
2. Observe the children and write Key Experiences on children assigned on a weekly basis.
3. Complete children's assessments three (3) times per year and share information with parents at Parent/Teacher (P/T) Conferences and on Home Visits (HV).
4. Complete at least two (2) HV and Two (2) P/T Conferences on each child per year. Report the child's progress to the parent and record the results on the Home Visit/Conference Form. Complete Orientation/Enrollment Day activities for parents discussing such items as curriculum, policies and assessments. Events and conversations are documented in Child Plus.
5. Prepare and complete all classroom attendance reports and submit to the Center Manager monthly.
6. Enter attendance notes into Child Plus Tracking System.
7. Maintain children's educational files neatly and complete as per the Early Childhood Record Rubric.
8. Prepare lesson plans that contain documentation of PA Early Learning Standards (ELS), PATHS, LCHS School Readiness Goals, parent-initiated, child-initiated activities and evidence of scaffolding.
9. Complete and update individualizations on a monthly basis for each child. Goals are assessed and scored by the month's completion. Language Acquisition Chart is completed monthly for dual language learners.

Health and Safety

1. All children are to be under the direct supervision of a qualified HS staff at all times; staff are required to follow the Discipline Policy, Positive Guidance Procedure, and policy on Active Supervision.
2. Toilet train children as needed.
3. Integrate into curriculum/lesson plans tooth brushing activities, handwashing, fire safety, burn prevention, nutrition and other health topics.
4. Complete neat and accurate accident/incident report as necessary.
5. Administer basic first aid and necessary medication/treatment as needed to all children.
6. Perform head checks if indicated and upon return of child after treatment for head lice.

Transportation

1. Assure departure is well organized and pleasant; children are buckled, counted and safely on the school buses at the end of the day and for study trips.
2. When needed, or if required as a condition of employment, ride the bus with the children arriving or departing the center. The teacher should be the last person on the bus, conduct a walkthrough to ensure all children vacated the bus, and sign the bus book.

Nutrition

1. Assist with meal service preparation, i.e. making toast, setting the table with children, checking and recording food temperatures.
2. Teacher will support children in family style serving and ensure proper portion sizes are being met according to CACFP guidelines.
3. Document meal counts at the point of service. Document meal changes on the menu and notify center manager when changes occur.
4. Sit and eat with children and encourage "table talk" to provide children with a positive social experience to develop appropriate social habits. Encourage and model children's self-help skills and independence with meals: pouring milk, using knives to cut food, throwing away trash, and setting tables.

Classroom Environment

1. Ensure parents, visitors, and staff are greeted by name when arriving in the classroom.
2. Responsible for working with the Associate Teacher in maintaining an uncluttered and clean environment free from safety hazards.
3. Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*.
4. Materials are rotated monthly as children progress in their development and are appropriately disinfected.
5. Inclusion of diversity is a part of learning activities, in addition to diversity in materials.

Adult-Child Interaction

1. Greet children warmly by name, in their home language if possible, at the beginning of the day.
2. Consistently demonstrate respect, positive communication, and supportive relationships with children, ensuring all classroom staff do the same.
3. Respect each child's uniqueness and the right to his/her personal growth and well-being.
4. Provide individualized teaching with children in small/large groups, and during work time.
5. Ensure staff-child interaction provide opportunities for children to talk, and express their own ideas through open-ended questioning.

Disabilities

1. Refer any children with disabilities or mental health concerns to the Early Childhood Specialist with a copy of the Ages and Stages Developmental Questionnaire 3 and Ages and Stages Questionnaire Social Emotional screening.
2. Documentation of the Ages and Stages Developmental Questionnaire 3, Ages and Stages Questionnaire Social Emotional, and IEP conferences are completed and up to date with events and actions in ChildPlus.
3. Attend IEP conferences for collaboration of services, and distribute the Parents Guide to Early Intervention folder to parents of children with an IEP.
4. Collaborate with Early Intervention staff to work on IEP goals in the classroom. Goals should be documented on the Individualization sheet, and signature of Early Intervention staff member should be on Individualizations monthly.
5. Complete the Positive Guidance Procedure Steps 1 and 2 as soon as the Behavior Protocol is signed by the parent, and send to the Early Childhood Specialist in a timely manner.
6. Document and implement techniques given by the Early Childhood Specialist, and the Mental Health Specialist from the Positive Guidance Procedure.
7. When requested by a Mental Health Agency, make every effort to attend meetings to review a child's behavior plan.
8. Review Therapeutic Support Staff (TSS)/ Behavior Specialist Consultant (BSC) Protocol with assigned TSS/BSC worker and have them sign the document.
9. Have the TSS/BSC complete the TSS/BSC In-Kind Hours sheet and send to the Specialist monthly.

Supervision

1. Directly supervise and conduct Performance Appraisal of the Associate Teacher and Classroom Aide.
2. Directly supervise Classroom Substitute assigned to the classroom.
3. Provide guidance and share knowledge gained from workshops and teachers meetings with Associate Teacher and Substitute staff; share all resources available.
4. Assign tasks to Associate Teacher, Classroom Aide and Substitute staff for the smooth operations of the classroom.
5. Oversee the writing of lesson plans and key experiences to ensure they are developmentally appropriate, utilize classroom resources, required monthly teachings, neat, grammatically correct and show evidence of scaffolding.
6. In the absence of Center Manager, communicate with assigned supervisor to arrange for coverage, if needed, of absent classroom staff.

Statement of Understanding and Agreement:

I (Print Name) _____, have reviewed the foregoing job description and have been given opportunity to ask questions about the terms of the position. I understand that my employment at LCHS is contingent upon my successful performance of the responsibilities outlined herein. I further understand that my employment with LCHS is "At Will".

I agree to follow and comply with this job description and all LCHS policies and procedures.

I acknowledge that I have received a copy of this job description.

Signature: _____ Date: _____